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ARI TECHNICAL REPORT
TR-77-A12 H I

THE DEVELOPMENT AND TRIAL EVALUATION
OF ALTERNATE PROGRAMS FOR
UNIT TRAINING MANAGERS AND TRAINERS

APPENDIX H, GUIDED SELF STUDY PROGRAM FOR TO&E
UNIT INSTRUCTOR/TRAINER COURSE

APPENDIX I, BOOK SOLUTIONS FOR SELF STUDY PROGRAM

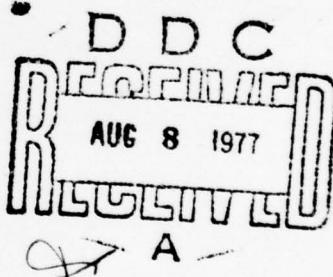
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SEPTEMBER 1977

Contract DAHC 19-75-C-0018



Prepared for



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for the BEHAVIORAL and SOCIAL SCIENCES
5001 Eisenhower Avenue
Alexandria, Virginia 22333

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20. (continued)

and Guided Self Study Program for TO&E Unit Instructor/Trainer Course, Appendix H (bound with Appendix I, Book Solutions to the Guided Self Study Program for unit trainers/instructors).

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APPENDIX H

GUIDED SELF STUDY PROGRAM

FOR
TO&E UNIT

INSTRUCTOR/TRAINER COURSE

LENGTH - Approximately 2 days
Distributed over 1 week

H-1

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(4) *Blas*

FOREWORD

Personnel may be assigned duties as unit trainers prior to their attending a formally organized Instructor Training Course. In this duty position, they may be required to administer individual performance tests, evaluate the performance capabilities of soldiers, and conduct performance-based training.

This program of instruction outlines a course that will help you, a unit trainer, acquire the skills you need to perform your duties. The course is designed to provide you with opportunity to practice the knowledge and skills you will need to conduct performance oriented training.

Once you have completed this program, it is expected that you will be able to train other persons to perform the job of instructor/trainer. The following programs have been developed to help you do this:

Directed Practice Program for Instructor/Trainer
Guided Self-Study Program for Instructor/Trainer

These programs are easy to implement and will make only minimal demands upon your time. Meetings with your students will be minimal and depend largely on the wishes and needs of the participants.

Introduction

Purpose

If you are the person who administers performance tests to soldiers and conducts training for them, this program is for you. It is designed to help you do a better job as an instructor/trainer.

Format

This is a guided self study program. It's self study in the sense that the program (1) will give you information or tell you where to get needed information, (2) give you questions to answer or practical exercises to complete, and (3) tell you where you can find the "book solution" to the questions or practical exercises. Your job is to read the information, answer the questions or do the practical exercises, and then compare what you have done with the "book solution."

If you have trouble, check with your superior. That's where the word "guided" comes in.

Materials Required

You will need the following materials in order to complete the program:

FM 21-6 (Test Edition) How to Prepare and Conduct Military Training, June 1974

FM 21-75, Combat Training of the Individual Soldier and Patrolling

TRADOC Pam 600-11, Guidelines for the Conduct of Performance Oriented Training

Book Solutions (HumRRO)

List of Trainer Tasks

		<u>Lesson No.</u>
Module A.	Introduction to Performance Oriented Training.	1
Module B.	Determination of Job Requirements	
1	Improving Vague Task Statements	2
2	Preparing Individual Task Statements	3
Module C.	Preparing Performance Tests	
1	List the specific actions that the individual must perform to accomplish the task.	4
2	Set the conditions for each individual task.	4
3	Set the standards of performance for each individual task.	4
4	Obtain or construct performance tests to measure how well each man performs his tasks.	4
Module D.	Conduct of Performance-Based Training	
1	Assemble equipment and obtain facilities for testing.	5
2	Administer an individual performance test.	5
3	Prepare a lesson plan or lesson outline to be used as a guide when conducting training.	6
4	Secure resources needed (personnel, equipment, facilities, time) to plan, conduct, and evaluate training.	7
5	Conduct a rehearsal of the training to be given.	7
6	Conduct a class designed to teach men skills in which they are deficient.	7
Module E.	Determination of Training Needs	
1	Identify which men need what training to bring them up to standards.	8
Module F.	Training Support	
1	Decide the sequence in which knowledges and skills will be taught to the men who need training.	9
2	Keep a record of each man's progress in being able to perform the tasks that were taught.	10
3	Give a report to your superior, orally, or in writing, on the results of the performance test.	10
Module G.	Quality Control	
1	Evaluate utilization of training resources.	11
2	Interpret test results to identify training program inadequacies and possible causes of inadequacies.	11
3	Modify a training program to correct inadequacies.	11

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Organization of Course

There are 11 lessons in the course. Each lesson begins with an objective for the lesson and then cites some references, if appropriate. Then the lesson will direct you to do certain things. Follow these directions carefully. If you have trouble at any time, see your superior.

Lesson 1. Introduction to Performance Oriented Training

2. Improving Vague Task Statements
3. Preparing Individual Task Statements
4. Preparing Performance Tests
5. Administering Performance Tests
6. Preparing a Lesson Outline
7. Conducting a Class Using the Performance Oriented Training System
8. Identifying Training Needs from Performance Test Results
9. Sequencing Tasks for Instruction
10. Keeping a Record of Performance Test Results
11. Evaluating Training Program Effectiveness

Lesson 1. Introduction to Performance Oriented Training

Objective: You will be able to describe the basic principles of performance oriented training.

Ref: TRADOC Pam 600-11, pages 3-4, 23-27, 32-35, and 36-40.
FM 21-6, Chapters 1 and 2.

Some Information:

The Army is shifting from platform training to performance training.

The references listed above will give you an overview of performance training.

Things for you to do:

1. Find the "Instructor Survey" on pages 7 and 8. Answer the questions on the Survey, using another piece of paper to record your answers. When you have finished, compare your answers with those in Book Solutions, page 1.

2. After completing the Survey, read the references listed above.
3. After you have read the reference materials, check your understanding of them by answering these questions:

- a. In your own words, describe the six basic principles of performance oriented training. (Check your answers in Book Solutions, page 2.)
- b. In your own words, describe the three steps which should be followed during the Conduct phase of performance oriented training. (Check your answers in Book Solutions, page 3.)

4. If you aren't sure of your answers, look at the reference materials again. If you feel you need help, see the person who is administering this program to you.

INSTRUCTOR SURVEY

In each item select the one best answer.

1. In training soldiers, which procedure should you use?
 - a. Tell them what they have to do.
 - b. Have a demonstration and let the rest watch it.
 - c. Have a demonstration and let the soldiers practice.
 - d. Have a demonstration, let the soldiers practice, and then check each one out individually.
2. Which is the most practical way to keep track of what your men can do?
 - a. Fill out a report and send it in to the Company Training NCO.
 - b. Let the platoon leader and training NCO keep the record from the training schedule.
 - c. Keep the record of each individual in your pocket notebook.
 - d. Keep it in your head.
3. A lesson plan should contain:
 - a. A performance test and administrative details.
 - b. A planned schedule for your introduction, demonstration, and practical work with a time allocation for each.
 - c. Administrative details alone.
 - d. A performance test alone.

4. Suppose you received the following guidance, "The men in your unit are not as sharp as they should be in squad tactical movements." What should you do?
 - a. Put all your men through squad tactical movements.
 - b. Select the squad tactical movements you think men need training in and give the training.
 - c. Ask your superior which men were weak.
 - d. Do nothing, since your superior didn't tell you to conduct training in squad movements.
5. The Company Commander has assigned you responsibility for conducting night compass training for twelve new men who have joined the unit. Who is responsible for selecting the area where instruction will occur and obtaining the compasses?
 - a. The Company Commander.
 - b. The Supply Sergeant
 - c. The Training NCO
 - d. You
6. How skilled should you be in performing the tasks in which you are instructing?
 - a. Highly skilled.
 - b. Skilled enough to pass the performance test.
 - c. Not necessary to be skilled in the tasks.
7. Why should you report the result of performance tests to your superior?
 - a. So that he will know you conducted the training.
 - b. So that he will know who passed and who failed.
 - c. So that he can make arrangements for retraining and retesting of those who failed.
 - d. So that he can make out his training reports.

Lesson 2. Improving Vague Task Statements

Terminal

Objective:¹ You will be able to differentiate between well-defined and poorly-defined task statements and be able to improve poorly-defined task statements.

Enabling

Objectives:² 1. Recall the characteristics of a well-defined task.

2. State why poorly-stated tasks must be improved.

Ref: FM 21-6, pp. 76-80.

Some Information:

In order to train a person to do his job, you first must know the various kinds of things that the person should be able to do on the job. These things that a person should be able to do on the job are known as task statements. "Clean a rifle" is a task statement. So is "Apply a tourniquet to a wounded leg."

A well-defined task statement clearly states what a person must do. It has an explicit action verb and tells what the verb acts on. For example, the task "Stop the bleeding of a wound," tells what the action is (stop) and what is being affected (bleeding).

If the training task had been "Take care of wounded men," you would not know what the soldier must do. It is too vague. The action verb "take care" is fuzzy. There are many ways to take care of wounded men.

Here's another task statement that's a little fuzzy: "Use a map." It's not clear how the map will be used; a better statement might be: "Orient a map." Another vague statement: "Act like a leader." This could be made more explicit: "Keep subordinates well informed."

¹Terminal objective refers to the action you should be able to perform after completing the lesson.

²Enabling objective refers to the knowledge you must acquire in the lesson and which you must use to reach the terminal objective.

Lesson 2 (cont'd)

Things for you to do:

1. Read FM 21-6, pp. 76-80.
2. Here are four task statements that are vague and need to be improved. Try to suggest two or three improvements for each statement:

Prepare a defensive position.

Participate in a reconnaissance patrol.

Apply first aid.

Use a rifle.

Compare your answers with those in the Book Solutions, page 4.

Lesson 3. Preparing Individual Task Statements

Terminal Objective: You will be able to list five tasks that must be performed by a rifleman and five tasks that must be performed by a rifle squad leader in a specified tactical situation.

Enabling Objectives: 1. Locate relevant FMs and other guidance documents to help determine individual tasks.
2. State necessary parts of a task statement: action verb and item acted upon.

Ref: FM 21-75

Some Information:

In the previous lessons, you learned that before you can conduct training you have to know what the person should be able to do on the job...that is get a list of task statements.

If the task statements you get are vague, you improve them...you make them more precise or explicit.

If you get no task statements, your job is to prepare them...to make a list of the things that the person should be able to do on the job. Your best sources of information about this are FMs and TMs.

Things for you to do:

1. Using your own experience and FM 21-75 as a source of guidance, list five tasks performed by a rifleman and five tasks performed by a squad leader. In each case, assume the unit mission is: Preparing for a Combat Patrol. One task for the rifleman on this mission would be "Check weapon for serviceability." A task for the squad leader on this mission

Lesson 3 (cont'd)

would be "Issue warning order to his men." Now you try to list five tasks for each man.

2. When you have finished, compare your list of tasks for each man with the lists given in Book Solutions, page 5. Your tasks won't be identical to those in Book Solutions, but you should be able to decide if your tasks are "in the ball park."

Lesson 4. Preparing Performance Tests

Terminal

Objective: You will be able to prepare a performance test for a task to include a list of all soldier actions, important performance conditions, performance standards, necessary equipment and test situation.

Enabling

Objectives: 1. State purpose of performance tests.

2. Describe the content and format of performance tests.

3. Describe the kinds of documents that contain information that must be included on performance tests.

4. Describe the difficulty of stating meaningful standards for many tasks.

Ref: TRADOC Pam 600-11, pp. 5-16.

Some Information:

Once you have a task list for a person--like rifleman in the mission of Preparing for Combat Patrol--you can then prepare a performance test for the tasks on the list. A performance test measures how well a person can perform a given task. A test should contain these elements:

1. The test conditions under which the person must perform.
2. The equipment required to perform the task.
3. The test situation, that is, the instructions that will be given to the person being tested.
4. The actions or performance measures the person must take to perform the task.
5. The standard or level of performance the person should meet.

Your best sources of information about conditions, actions, and standards are FMs and TMs.

Lesson 4 (cont'd)

Things for you to do:

1. Read TRADOC Pam 600-11, pp. 5-16.
2. Examine Sample Performance Tests I and II on pages 15 and 16. Locate the (1) conditions, (2) equipment needed, (3) situation, (4) actions or performance measures, and (5) standard.
3. Practice preparing one performance test. Do this by selecting one task from Tasks and References on page 17. You should be able to get all the information you need from the reference designated for each task. When you are finished, compare your performance test with the one found in Book Solutions, pages 6-15.

SAMPLE PERFORMANCE TEST #1: PUTTING A TELEPHONE INTO OPERATION

Test Condition:

Indoors or outdoors. Telephone will be properly stowed.

Necessary Equipment:

Telephone Set TA-1/PT. TL-13A wire pliers. WD-1/TT field wire.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"At this station you must place the Telephone Set, TA-1, into operation and conduct a communication check. You will have 3 minutes.

<u>Performance Measures: (Actions)</u>	NO	GO
A. Open the case and remove the telephone.	—	—
B. Strip approximately 1 inch of insulation from the field wire	—	—
C. Connect the field wire to the binding posts	—	—
D. Turn the buzzer control knob to the LOUD position	—	—
E. Depress the generator level to signal the other station	—	—
F. When the signal is answered by tester, depress the PUSH-TO-TALK switch and talk	—	—

Test Standard:

The trainee must correctly accomplish each step. If any step is omitted or is incorrectly performed, the trainee will be a "NO-GO" on this test. The trainee's sequencing of Performance Measures B, C, and D will not be graded but no step may be omitted. Performance Measures E and F, however, are the final step in the sequence. Task must be completed in 3 minutes.

SAMPLE PERFORMANCE TEST #2: FOLDING A MAP

Test Conditions:

Test will be conducted indoors.

Necessary Equipment:

Unfolded standard military mapsheet
Razor blade, knife or scissors

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You will prepare a map so it can be easily carried and referenced while on an extended patrol. You have 2 minutes.

Performance Measures: (Actions)

	NO	GO	GO
GO	—	—	—
A. Folds map in half vertically twice and then unfolds map.	—	—	—
B. Folds map in half horizontally twice and then unfolds map.	—	—	—
C. Cuts map horizontally along middle fold to outer vertical folds without tearing map.	—	—	—
D. Folds map in the middle vertically, keeping the two outer flaps flat and at right angles to center fold.	—	—	—
E. Folds one cut portion to the right and other cut portion to the left.	—	—	—
F. Folds map on middle horizontal fold.	—	—	—
G. Folds map on remaining vertical fold.	—	—	—
H. Folds map on remaining horizontal fold.	—	—	—

Test Standard:

Map must be folded so 1/16 of total area is exposed and 1/16 section can be referred to without refolding entire map. Task must be completed in 2 minutes.

TASKS AND REFERENCES

Demonstrate left-side parachute landing fall	TM 57-220
Determine charge to cut steel I-beam	FM 21-50
Improvise poncho litter	FM 21-11
Fold U.S. Flag	FM 22-5
Give dismounted arm and hand signals*	FM 21-60
Give mounted arm and hand signals*	TM 21-306
Splice field wire with expedient splice	FM 24-20
Tie basic bowline*	FM 21-72
Tie rappel seat*	FM 3-72
Transmit location element of call for fire	FM 6-40

* Tasks that can probably be taught in less than 15 minutes.

Lesson 5. Administering a Performance Test

Terminal

Objective: You will be able to administer a performance test to include the assembling of needed test equipment.

Enabling

Objectives: 1. Recall the critical steps in administering a performance test.
2. Recall his responsibility for obtaining needed test equipment.

Ref: TRADOC Pam 600-11, pp. 16-20 and 26-27

Some Information:

1. For a test to be a good measuring instrument, it must be reliably administered.

2. Reliable test administration depends on you, the instructor.

You must see that the testing conditions are met, see that no step is omitted, see that each step is performed correctly, and see that the time limit (if any) is met.

3. Reliable test administration also means that you must be sure that everything is the same for each student you test.

4. To give a test properly, do this:

a. Be sure the equipment and materials are set up or arranged as specified in the test and are in the required testing location.

b. Always read the instructions to each student in the same way and in the same tone of voice. Be sure each student understands the instructions.

Lesson 5 (cont'd)

- c. Be sure your demeanor--posture, facial expression, and attitude--is the same for each student.
- d. Score each student on all items in the test. Do not assume that a student who does a few steps right can do all steps right.
- e. Do not give any student the benefit of a doubt. Do not assume that a student who leaves out a step during the test will remember it on the job.
- f. If the student makes an error during the test, do not correct him. Also, do not tell him when he does something right.
- g. If the student scores "NO-GO" on the test, explain what he did wrong and how to do it right.
- h. Follow procedures prescribed for your unit for giving remedial training to "NO-GO" students.

Things for you to do:

1. Read TRADOC Pam 600-11, pages 16-20. They describe clearly the steps you should follow in administering a performance test. Study these steps carefully and perform them as directed.
2. Read TRADOC Pam 600-11, pages 26-27. They discuss "Check-Out" testing. Study the three paragraphs.
3. Read page 21 in this book. It shows a Checklist for Testers.
4. Examine the Performance Tests found on pages 6-15 of Book Solutions.

Select one of these tests and practice administering it to a friend.

Lesson 5 (cont'd)

5. When you feel you have studied the material adequately and have completed informal practice in administering tests, tell your superior that you are now ready to demonstrate to him that you can successfully administer a performance test. He will then make arrangements for you to administer the test to a soldier. Your superior will use the Checklist for Testers (page 21) as a guide when monitoring and critiquing your performance.

6. Ask your supervisor if he can arrange for you to observe another NCO administering a performance test. If he can, observe and critique his performance, using the Checklist for Testers as your guide.

CHECKLIST FOR TESTERS

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
1. Read instructions clearly and slowly to students to be tested.				
2. Observed complete performance of students being tested.				
3. Avoided correcting errors of students being tested until test was finished.				
4. Arranged testing conditions so students could not copy each other.				
5. Explained error for each "NO GO" Item.				
6. If any student received a "NO GO" assigned him to an assistant or peer instructor for remedial training				

Lesson 6. Preparing a Lesson Outline

Terminal Objective: You will be able to prepare a lesson outline to be used as a guide for the conduct of performance oriented training.

Enabling Objectives: 1. Recall purpose of a lesson outline.
2. Recall main content of a lesson outline.

Ref: FM 21-6, pages 111-114

Some Information:

In order to conduct a class, you should have two documents:
(a) the performance test and (b) a performance oriented lesson outline.
The outline covers key administrative points not found on the test and reminds you about the three steps in the conduct phase of a performance oriented class.

The content and format of performance tests were covered in the previous lesson. The only thing added here is that you should use the test as a guide when you conduct training. Don't be afraid to "teach the test."

The content and format of a performance oriented lesson outline is different from a conventional lesson plan. Examples of performance oriented lesson outlines are shown on the following pages. Note the following items on the performance oriented lesson outline:

Source of Test means where the performance test is located...a certain page in an FM or TM, or a special document attached to the lesson outline.

Lesson 6 (cont'd)

Administrative Requirements generally should be filled out because they depend on the particular situation you have to deal with...the number of students you will have, the number of instructors available, etc.

Conduct of Class should be filled out only if there are special things to remember that are not found on the performance test...For example, you would include here such things as safety requirements and how the students will be organized for training...as individuals, in groups of two or three, etc.

Things for you to do:

1. Read FM 21-6, pages 111-114. They describe the traditional type of lesson plan.
2. Examine pages 24-25. They contain a performance test and the performance oriented lesson outline which supplements the test. Note that you don't have to fill out every blank line on the performance oriented lesson outline...only the ones that add something that is not found in the performance test.
3. Look at the performance test found on page 26. Prepare a performance oriented lesson outline as a supplement for this test. When you are finished, compare your outline with the one found in Book Solutions, page 16.

PERFORMANCE TEST
IMPROVISE PONCHO LITTER

Test Conditions:

No simulated conditions are necessary

Necessary Equipment:

Poncho (or blanket)

Two poles - six to eight feet in length

Test Situation:

(TESTER WILL READ TO TRAINEE)

"Make a poncho (blanket) litter."

Performance Measures:

	NO	GO
A. Open the poncho and lay one pole across the center of the poncho and fold poncho over pole to lay half on half.	—	—
B. Place the second pole parallel to the first and across the new center region of the folded poncho.	—	—
C. Fold the open edges of the poncho over the second pole, half on half.	—	—

Test Standard:

The litter must support the weight of a soldier when picked up.

NOTE: The soldier shall not fail if he places poles along opposite edges of the poncho and rolls them inward with the poncho.

Subject Improvise a poncho litter

Source of Test Attached

A. Administrative requirements

1. Reference: FM 21-11
2. Personnel 1 instructor per 30 students
3. Equipment 1 poncho or blanket, 2 7-foot poles per 3 students
4. Facilities Indoors or outdoors
5. Time

B. Conduct of class

1. Introduction: KEEP IT SHORT

a. Knowledge or skill to be taught

How to construct a litter using 2 poles and a poncho or blanket

b. Reason for learning the knowledge or skill

To transport a casualty

2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE

Divide students into groups of 3. Have one student act as casualty to try-out litter.

3. Independent practice. BE SURE TO SUPERVISE

Make sure that every student practices making the litter

4. Performance test. CHECK OUT EACH STUDENT

5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED

PERFORMANCE TEST
TOWING A VEHICLE WHICH HAS A DEFECTIVE FUEL PUMP

Test Conditions:

Test will be conducted outdoors on level terrain.

Equipment Requirements:

2 1/4-ton trucks
10 feet of towing cable

Test Situation:
(TESTER WILL READ TO TRAINEE)

"At this station you are required to use that (point out) 1/4-ton truck to tow that (point out) 1/4-ton truck. Assume that the disabled 1/4-ton truck has a defective fuel pump. You can use the towing cable. After you have completed the hook-up, tow the disabled vehicle from here (point out) to there (point out)."

<u>Performance Measures:</u>	<u>GO</u>	<u>NO</u>
A. Backs up functioning vehicle to disabled vehicle.	—	—
B. Attaches towing cable to pintle of towing vehicle and to lifting shackles on front bumper of disabled vehicle.	—	—
C. Disengaged front wheel drive on disabled vehicle.	—	—
D. Puts disabled vehicle into neutral gear.	—	—
E. Tows vehicle required distance.	—	—
F. Stops vehicle without having the two vehicles collide.	—	—

Performance Oriented Lesson Outline

Subject _____

Source of test _____

A. Administrative requirements

1. Reference: _____

2. Personnel _____

3. Equipment _____

4. Facilities _____

5. Time _____

B. Conduct of class

1. Introduction: KEEP IT SHORT

a. Knowledge or skill to be taught

b. Reason for learning the knowledge or skill

2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE

3. Independent practice. BE SURE TO SUPERVISE AND GIVE FEEDBACK

4. Performance test. CHECK-OUT EACH STUDENT

5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED

Lesson 7. Conducting a Class Using the Performance-Oriented Training System

Terminal

Objective: You will be able to conduct a class using the performance-oriented training system, to include a rehearsal of the instruction and the obtaining of needed training equipment.

Enabling

Objectives: 1. Recall the principles and phases of performance training. (See Lesson 1)

2. Recall content of lesson outline. (See Lesson 6)

Ref: TRADOC Pam 600-11, pp. 21-27

Some Information:

One of your duties as a trainer will be to conduct performance-oriented instruction. The most effective way for you to learn how to conduct performance training is to "learn by doing." This lesson is designed to provide you practice in conducting performance training.

Things for you to do:

1. Read TRADOC Pam 600-11, pages 21-27.
2. Recall the basic principles and phases of performance-based training. You may need to review Lesson 1.
3. Prepare to teach the task for which you prepared a performance test in Lesson 4. Prepare a Lesson Outline, secure any needed equipment, and arrange to conduct a rehearsal. Another instructor or friend can act as your student for the rehearsal.
4. When you are ready to conduct the actual instruction, tell your superior and ask him to obtain a soldier for you to teach. Your superior will use the Checklist for Instructors (See pages 30-32) as a guide when monitoring and critiquing your performance.

Lesson 7 (cont'd)

5. Ask your supervisor if he can arrange for you to observe an NCO conducting a class. If he can, observe and critique his performance using the Checklist for Instructors as your guide.

CHECKLIST FOR INSTRUCTORS

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
<u>Demonstration</u>				
1. Told students the training objective.				
2. Gave a reason for learning the skill.				
3. Demonstrated from students' viewpoint.				
4. Demonstrated in location that allowed students to see well.				
5. Demonstrated each step in the task.				
6. Gave all information necessary for performance of each step.				
7. Required students to perform each step immediately after showing and explaining it.				
8. Emphasized critical (key) points.				
9. Avoided giving unnecessary information.				
10. Paced demonstration in accord with the students' learning ability.				
<u>Individual Practice</u>				
1. Told students when they were ready for skill practice.				

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
2. Prevented students from making errors.				
3. Told students what to do when they needed that kind of help.				
4. Showed students what to do when they needed that kind of help.				
5. Prompted students when necessary by asking questions, "How do you do (such and such)?" "What must you do now?" or the like.				
6. Asked students "smoke-out" questions to be sure they understood critical (key) points, "Why do you do that?" "What would happen if ..." or the like.				
7. Avoided giving students unnecessary help.				
<u>Performance Test</u>				
1. Read instructions clearly and slowly to students to be tested.				
2. Observed complete performance of students being tested.				
3. Avoided correcting errors of students being tested until test was finished.				

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
4. Arranged testing conditions so students could not copy each other.				
5. Explained error for each "NO GO" item.				
6. If any student received a "NO GO," assigned him to an assistant or peer instructor for remedial training.				
<u>General</u>				
1. Spoke so students could hear well.				
2. Used understandable words.				
3. Encouraged student questions.				
4. Always answered relevant questions.				
5. Always deferred irrelevant questions.				
6. Was patient with students.				
7. Reinforced correct student performance by saying "Good," "That's right," "Fine," or the like.				
8. Avoided giving students unnecessary help.				

Lesson 8. Identifying Training Needs from Performance Test Results

Terminal Objective: The student will be able to review performance test results and identify which personnel need what kinds of training or testing.

Ref: TRADOC Pam 600-11, pp. 27-31.

Some Information:

After you or someone else administers a performance test, a report of the results of this test must be prepared and made available to trainers and training managers. This report should state clearly which men passed a given test and which men failed it. You should then be able to tell your superior which men in your unit need what kind of training.

Things for you to do:

1. Read TRADOC Pam 600-11, pages 27-31.
2. Examine the Report of Performance Test Results I found on page 34. On a separate piece of paper, describe which men need what kind of training or testing. When you have finished, compare your answers with those found in Book Solutions, page 17.

Report of Performance Test Results I

A-4-2
1st Squad, 2d Platoon

	<u>Map Reading Test Results</u>						Total G0s
	SLD	CLD	CoL	GrC	MaS	OrM	
Anderson, John.	X	X	X	X	X	X	6
Black, David	X	X	/	/	X	/	3
Carter, Bruce	X	/	/	/			1
Douglas, Andrew	X	/	/	/	X	X	3
Estes, Charles	X	/	X	/	X	/	3
Frank, Harold	X	/	X	/	X	/	3
Green, Louis	X	X	X	X	X	/	5
Harper, Marc	X	X		/	/	/	2
Ivory, Walter	X	/	X	X	X	/	4
Total G0s	9	4	5	3	7	2	30

Key:

SLD=Straight Line Distance
CLD=Curved Line Distance
CoL=Contour Lines
GrC=Grid Coordinates
MaS=Map Symbols
OrM=Orienting Map

X	= Go
/	= No Go
	= Not tested

Lesson 9. Sequencing Tasks for Instruction

Terminal Objective: You will be able to arrange tasks in a sequence which is effective for learning.

Enabling Objectives: 1. State the importance of sequencing.
2. Describe alternative ways to sequence tasks.

Ref: TRADOC Pam 600-11, p. 37 (Functional Context).

Some Information:

Normally you have a number of tasks that must be taught. Your problem then is to decide the sequence in which the training will take place. Sequence is important because a good sequence can result in rapid learning while a poor sequence results in wasted time.

There are three main ways in which to sequence training: job performance, easy to difficult, and sequence unimportant.

In the job performance system, the nature of the job determines the sequence that should be used. For example, before you can effectively clean a rifle, you should disassemble it into its component parts. Therefore, instruction in disassembly should precede instruction on care and cleaning.

In the easy to difficult system, you teach the easiest of two or more related tasks first and the most difficult task last. The person learns the procedure on the easy task and then adapts it to the more difficult task. For example, it is easier to read four digit grid coordinates than it is to read six digit grid coordinates. Therefore, teach students how to read four digit grid coordinates before you teach them how to read six digit grid coordinates or eight digit coordinates.

Lesson 9 (cont'd)

In some cases, tasks are related but one does not depend upon the other and they are equally difficult. When this is true, the sequence is unimportant. For example, it makes little difference what is taught first and what is taught last when it comes to "checking air pressure in tires," "checking water level in a battery," or "checking the windshield wipers."

There is one more important point to sequencing. Teach facts such as nomenclature, the location of parts, etc. when the student will be able to use or apply the information, not before. For example, tell the student the names and locations of the parts under the hood of his vehicle when he must do something with these parts...inspect them, clean them, repair them, or replace them...not before.

Things for you to do:

1. Read TRADOC Pam 600-11, p. 37 (Functional Context).
2. Examine the Practice Sequence Problems (see p. 37) and (a) indicate what sequence system you would use for each set of tasks, and (b) arrange the tasks within each set into the sequence which you think would be best. When you are finished, compare your answers with the answers found in Book Solutions, page 18.

PRACTICE SEQUENCE PROBLEMS

Set #1: Land Navigation

 Navigate across wooded country in daylight with aid of a compass

 Navigate across open country in daylight with aid of a compass

 Navigate across open country at night with aid of a compass

Set #2: First Aid

 Treat for shock

 Protect the wound

 Stop the bleeding

Set #3: Map Reading

 Measure the distance between two points on a map.

 Measure elevation and slope by interpreting countour lines.

 State the condition of a road by "reading" its map symbol.

Lesson 10. Keeping a Record of Performance Test Results

Terminal Objective: You will be able to keep a detailed record of performance test results, to include making a report to your superior on the results.

Enabling Objective: 1. Recall the value of maintaining records of test results.

Ref: TRADOC Pam 600-11, pp. 30-31

Some Information:

To be sure that each man has been checked out on his required skills, it is necessary to keep a record of all performance test results. This record will help you keep track of the progress of each soldier and also tell you who has or has not been tested. As more and more men are tested, you will not be able to keep the results in your head. That's why you must keep a written record.

Things for you to do:

1. Read the pages in the reference. Note the simple record keeping system.
2. Remember Lesson 8? If not, look back at it for a minute. There you see the same system used to report different results for different men. Note that the system calls for people's names to be listed in alphabetical order, last name first, and for the tests to be arranged in a systematic way.
3. Examine the Informal Performance Test Results on page 39. Then prepare a form which shows which men need what training or testing. Try to follow the model shown in Lesson 8 or on page 31 in TRADOC Pam 600-11. When you are finished, compare your answers with those found in Book Solutions, page 19.

INFORMAL PERFORMANCE TEST RESULTS

Ralph Jordan

Passed: chest wound, belly wound, head wound
Failed: artificial resuscitation, splinting leg

Morris Bell

Passed: belly wound, chest wound, splinting leg, head wound
Failed: artificial resuscitation

Paul Taylor

Passed: artificial resuscitation, head wound, splinting leg, belly wound
Failed: chest wound

Donald Shiffer

Passed: belly wound, splinting leg
Failed: artificial resuscitation, head wound
Not Tested: chest wound

Sam Wilkins

Passed: artificial resuscitation, splinting leg
Failed: chest wound
Not Tested: belly wound, head wound

Lesson 11. Evaluating Training Program Effectiveness

Terminal Objective: You will be able to determine how training deficiencies can affect test results, how to detect which deficiencies are present, and how to take corrective action.

Enabling Objective: Describe the factors that may produce a high GO rate, a low GO rate, or a waste of resources.

Ref: FM 21-6, pages 93-97.

Some Information:

As an instructor, you probably are interested in knowing how your boss, the "old man" will judge the effectiveness of the training program.

As you can guess, what he wants to see is a high GO rate on the performance tests and he wants to see this accomplished with no more resources than are actually needed. He does not want to see a high NO GO rate, a false high GO rate, or resources wasted. What's a false high GO rate? It's a rate that looks good, but is really an illusion...a myth.

Many things can result in a high NO GO rate, a false high GO rate, or wasted resources. For example, teaching soldiers what they already know will give you a false high GO rate. It's also a waste of valuable resources. Using less equipment than you actually need to conduct a class will give you a high NO GO rate because the students won't get the hands-on practice that they need.

Since many deficiencies can give you the same outcome, the problem is to decide which deficiency is responsible for the poor outcome. There is only one way to find out. Go out and look. Observe classes being

Lesson 11 (cont'd)

taught and tests being administered.

And what do you do once you find out the cause of the poor outcome? Take corrective action. If you can do it yourself, do it. If you can't, explain the situation to your supervisor, and ask him to take corrective action.

Things for you to do:

1. Read FM 21-6, pages 93-97.
2. Examine the list of training program deficiencies found in Possible Deficiencies in a Performance Oriented Training Program (see p. 42), and on a separate sheet of paper, indicate, with one or more Xs, which of the three outcomes (High NO GO rate, False High GO rate, or Waste) is likely to result from each deficiency. When you are finished, compare your answers with those found in Book Solutions, page 20.

Possible deficiencie	s in a performance oriented training program	Possible Outcome		
		False Rate	High Go Rate	Waste
1. Men are given training on skills they already have.				
2. Less equipment and instructors are used than are needed . .				
3. More equipment and instructors are used than are needed . .				
4. Tasks, conditions, and standards covered in training differ from the tasks, conditions and standards used in testing. . .				
5. Inadequate records are kept of student progress				
6. Instructors don't know the skill or are poor teachers . . .				
7. Testers don't know the skill or are poor testers.				
8. The explanation/demonstration/talk-through phase is omitted or is too short				
9. The explanation/demonstration/talk-through phase is poorly conducted. .				
10. The explanation/demonstration/talk-through phase is too long				
11. "Nice to know" material is covered in the explanation/demon- stration/talk-through phase				
12. Students cannot hear the explanation or see the demonstra- tion. .				
13. The independent practice phase is omitted or is too short .				
14. The independent practice phase is poorly supervised				
15. The independent practice phase is too long.				
16. The instructor fails to correct students who make mistakes during the talk-through or independent practice				
17. Students waiting to be tested can see and hear students who are being tested. .				
18. The tester gives students extra help when testing them. . .				

H-45

(47)
(47) *Blu*

APPENDIX I

GUIDED SELF STUDY PROGRAM

FOR
TO&E UNIT

INSTRUCTOR/TRAINER COURSE

BOOK SOLUTIONS

1-1

(49)
(50) *Ans*

INSTRUCTOR SURVEY

1. d. is the best answer. The other answers aren't good because they skip something --- don't let the soldier practice; don't provide for a check out; etc.
2. c. is the best answer. The simplest and best way for a squad, crew, or team leader to keep track of what his men can do is to keep a pocket notebook with a record of each man's skill in it.
3. a. is the best answer. It allows you to be flexible in the time you take in conducting your training. Some men may need more practice time. Answer b places you on too rigid a time schedule for each phase of training. Answers c and d are each insufficient.
4. b. is the best answer. Since the guidance wasn't clear, you should decide what specific training should be given.
5. d. is the best answer. You are the one who will have to do it. You might have the Supply Sergeant get the compasses, and have to ask the Training NCO to get the area, but the responsibility is yours.
6. b. is the best answer. You don't have to be highly skilled but you must be able to perform well enough to pass the test or you shouldn't be teaching the class.
7. c. is the best answer. The basic idea is to make sure each man can perform as required. So you help your superior decide what kinds of retraining and retesting are needed.

PRINCIPLES OF PERFORMANCE ORIENTED TRAINING

1. The student learns by actually performing the task. The emphasis is on "hands on" training. (Performance-Based Instruction)
2. The student is required to master the task. Scoring is on a Go/No-Go basis. (Absolute Criterion)
3. The student is only given the information that he actually needs in order to perform the task and he is given the information when he can use it...not before. (Functional Context)
4. The student is allowed to progress at his pace. Students who need more time to master the task, get more time. Students who need less time to master the task get less time. (Individualization)
5. The student's practice performance is observed by a qualified person and the student is told when he does well and when he makes mistakes. When he makes mistakes, he is told what is wrong and how to correct it. (Feedback)
6. After the student has had a chance to practice the skill, he is given a check-out by a qualified NCO or officer to see if he has mastered the task. (Quality Control)

STEPS IN CONDUCT PHASE OF PERFORMANCE ORIENTED TRAINING

1. Explain and demonstrate to the student the task you want him to learn. If possible, give him a step-by-step talk-through. (Explanation/Demonstration)
2. Let the student practice the task at his own pace. Observe his practice and give him feedback. (Skill Practice)
3. When the student feels that he is ready for a check-out, administer the performance test to him. (Check-out Testing)

Book Solution: Lesson 2

IMPROVED TASK STATEMENTS

Prepare a defensive position

- Improvement 1 Dig a fox hole
- Improvement 2 Prepare a range card
- Improvement 3 Clear fields of fire

Participate in a reconnaissance patrol

- Improvement 1 Maintain cover and concealment
- Improvement 2 Collect information of intelligence value
- Improvement 3 Pass through friendly outpost

Apply first aid

- Improvement 1 Stop the bleeding
- Improvement 2 Treat for shock
- Improvement 3 Apply a splint to a broken leg

Use a rifle

- Improvement 1 Disassemble and assemble the rifle
- Improvement 2 Clean the rifle
- Improvement 3 Zero the rifle

TASKS PERFORMED BY RIFLEMEN AND SQUAD LEADERS

Riflemen: Mission: Preparing for a Combat Patrol

Example: Check weapon for serviceability

Additions: Draw ammunition

Camouflage face and hands

Tie down objects which may rattle

Leave behind items which may be of intelligence value to the enemy

Examine maps or aerial photographs

Squad Leader: Mission: Preparing for a Combat Patrol

Example: Issue warning order to his men

Additions: Inspect each man's preparation for the patrol

Examine maps and aerial photographs

Select route to be followed to objective

Develop a plan for attacking the objective

Coordinate with outposts through which the patrol will pass

Book Solution: Lesson 4

PERFORMANCE TEST
DEMONSTRATING THE LEFT SIDE PARACHUTE LANDING FALL

Test Conditions:

If test is conducted outdoors, trainee will jump from a two- or four-foot platform into a sand or sawdust landing pit. If test is conducted indoors, trainee will jump from a two-foot platform onto a mat.

Necessary Equipment:

Two-foot or four-foot platform (or chair)
Landing pit or mat

Test Situation:
(TESTER WILL READ TO TRAINEE)

"During this test you will demonstrate left side parachute landing fall. Face the front of the platform and jump from the left side."

Performance Measure:

DEMONSTRATING THE LEFT SIDE PARACHUTE LANDING FALL	NO <u>GO</u>	GO <u>NO</u>
A. Landed on balls of feet with knees bent slightly and feet together.	—	—
B. Upon contact with mat: Lowered chin to chest.	—	—
Brought hands up in front of head with elbows in front of chest.	—	—
Bent and twisted torso sharply to the right, forcing body into an arc.	—	—
C. Rolled in the direction of drift (left) without hesitating on balls of feet.	—	—
D. Touched left calf, left thigh, left buttock, and fleshy muscles in the left side of the back to mat in sequence.	—	—
E. Brought feet around to right into line of drift.	—	—
F. Maintained tension in neck throughout fall.	—	—

PERFORMANCE TEST
DETERMINE STEEL CUTTING CHARGES

Test Conditions:

Test will be conducted indoors. Tester will provide trainee with an I-beam silhouette and demolition table.

Necessary Equipment:

Demolition Card Extract
I-Beam Silhouette cut from cardboard
Ruler

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You are a platoon leader with the mission of destroying a bridge to prevent its access to the enemy. The support girders of the bridge are constructed of the type I-beam you have in front of you. Determine the charge to sever the I-beam. You have 2 minutes."

<u>Performance Measure:</u>	<u>GO</u>	<u>NO GO</u>
A. Measured width and thickness of I-beam flange with the ruler.	—	—
B. Entered demolition table at width and thickness (for flange) columns and located charge at intersection of columns.	—	—
C. Measured width and thickness of the web with the ruler.	—	—
D. Entered demolition table at width and thickness (for web) columns and located charge at intersection of columns.	—	—
E. Doubled the flange charge.	—	—
F. Added the flange and web charges.	—	—
G. Rounded the charge to the highest whole number.	—	—
H. Gave the final charge in pounds.	—	—

Test Standard:

All measures must be correctly accomplished. Measures A thru E are not sequential.

Book Solution: Lesson 4

PERFORMANCE TEST
IMPROVISE PONCHO LITTER

Test Conditions:

No simulated conditions are necessary

Necessary Equipment:

Poncho (or blanket)
Two poles - six to eight feet in length

Test Situation:
(TESTER WILL READ TO TRAINEE)

"Make a poncho (blanket) litter."

<u>Performance Measures:</u>	<u>NO</u>	<u>GO</u>
A. Open the poncho and lay one pole across the center of the poncho and fold poncho over pole to lay half on half.	—	—
B. Place the second pole parallel to the first and across the new center region of the folded poncho.	—	—
C. Fold the open edges of the poncho over the second pole, half on half.	—	—

Test Standard:

The litter must support the weight of a soldier when picked up.

NOTE: The soldier shall not fail if he places poles along opposite edges of the poncho and rolls them inward with the poncho.

PERFORMANCE TEST
FOLDING THE UNITED STATES FLAGTest Conditions:

Test may be conducted indoors or outdoors. Assistant will hold the flag at the blue field edge and help fold as the trainee requests.

Necessary Equipment:

1 United States flag

Test Situation:
(TESTER WILL READ TO TRAINEE)

"At this station you will fold the United States flag. The assistant will help you with the folding as you request. You have 3 minutes."

<u>Performance Measure:</u>	<u>NO</u>	<u>GO</u>
FOLDING THE UNITED STATES FLAG		
A. Folded lower striped section over blue field. (1st lengthwise fold)	—	—
B. Folded the folded edge over to meet the open edge. (2nd lengthwise fold)	—	—
C. Started triangular fold by bringing striped corner of the folded edge to the open edge.	—	—
D. Repeated folds until entire length of flag was folded into a triangle with only the blue field and margin showing.	—	—
E. Tucked margin into the pocket formed by folds at blue field edge of flag.	—	—
Elapsed Time	—	—

Book Solution: Lesson 4

PERFORMANCE TEST
DISMOUNTED HAND AND ARM SIGNALSTest Conditions:

Test may be conducted indoors or outdoors.
Trainee will give the signals after the situation is presented.

Necessary Equipment:

None.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You are a squad leader. Give the appropriate signal for ASSEMBLE, LINE FORMATION, ATTENTION and MOVE OUT."

<u>Performance Measures:</u>	NO	GO
A. Give the signal for ASSEMBLE. (At position of attention, raised arm vertically overhead, palm to the front, and waved in large horizontal circles.)	—	—
B. Give signal for LINE FORMATION. (At position of attention, raised both arms to the side until horizontal with arms and hands extended and palms down.)	—	—
C. Give signal for ATTENTION. (At position of attention, extended the arm sideways above horizontal, palm to the front; waved arm to and away from the head several times.)	—	—
D. Give signal for MOVE OUT. (At position of attention, faced the desired direction of movement, extended the arm to the rear with palm up, then swung it overhead and forward until it was horizontal with palm down.)	—	—

PERFORMANCE TEST
MOUNTED ARM AND HAND SIGNALSTest Conditions:

Test may be conducted indoors or outdoors. Trainee will give the required signals after each situation is presented.

Necessary Equipment:

None.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You are a platoon leader commanding five tanks on the move. Signal your platoon to turn right, open up, and form a wedge formation."

<u>Performance Measures:</u>	<u>NO</u>	<u>GO</u>
A. Give signal for RIGHT TURN. (With back to vehicles, extended right arm upward at 45° angle, with index finger extended and rest of right hand in a fist.)	—	—
B. Give signal for OPEN UP. (Facing vehicles, extended both arms vertically with fingers touching and palms to the rear, then lowered arms to horizontal with palms down.)	—	—
C. Give signal for WEDGE FORMATION. (Facing vehicles, held both arms overhead, bent at elbows, with fingers together and palms facing each other.)	—	—

PERFORMANCE TEST
SPLICING FIELD WIRE WITH AN EXPEDIENT SPLICE

Test Conditions:

Test may be conducted indoors or outdoors. Wires will be stripped so that four inches of wire are exposed and the end of each wire is protected by insulation.

Necessary Equipment:

- 1 Pair Pliers, TL-13-A
- 2 Eighteen-inch pieces of field wire stripped for splicing
- 1 Table

Test Situation:
(TESTER WILL READ TO TRAINEE)

"During this test, you will splice two pieces of wire with an expedient splice. Tie the wires and seize the splice. You have 4 minutes."

Performance Measure 1:

NO	GO
—	—

TYING SQUARE KNOT

- A. Tied wires together with square knot leaving 1/4 inch space between knot and insulation.

Performance Measure 2:

SEIZING SPLICE

- A. Removed last 2-inch section from each wire.
- B. Separated steel strands from copper strands.
- C. Cut steel strands flush with ends of insulation.
- D. Crossed left-hand end of copper strands over crest of knot and wrapped strands over bared portion of right-hand conductor until two turns had been made on insulation.

Overall Elapsed Time

(62)

PERFORMANCE TEST
TYING BOWLINE KNOTSTest Conditions:

Test will be conducted indoors or outdoors.

Necessary Equipment:

Rope at least 6 feet long.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"Tie a bowline knot."

<u>Performance Measures:</u>	<u>NO</u>	<u>GO</u>
TYING BASIC BOWLINE		
A. Formed loop in standing end.	—	—
B. Passed running end up through loop.	—	—
C. Passed running end around back of standing end.	—	—
D. Passed running end back through first loop and pulled knot tight.	—	—
E. Tied half-hitch inside main loop.	—	—

Book Solution: Lesson 4

PERFORMANCE TEST
THE SEAT RAPPEL

Test Conditions:

Test can be conducted indoors or outdoors.

Necessary Equipment:

A snaplink and a nylon sling rope

Test Situation:

(TESTER WILL READ TO TRAINEE)

"During this test you will construct a sling rope seat that you could use in rappelling. Your dominant hand is your breaking hand. You have 2 minutes."

Performance Measure:

	NO	GO
Performance Measure:	GO	GO

THE SEAT RAPPEL

- A. Placed sling rope across his back until center of its length is on the hip opposite to the dominant hand. — —
- B. Tied an overhand knot in front of the body. — —
- C. Brought the ends of the rope between the legs (front to rear), around the legs, and over the hips. — —
- D. Tied rope with a square knot and two half hitches on the side opposite the braking hand. — —
- E. Placed the snaplink (gate down and opening toward the body) through the single rope around the waist and the two ropes forming the overhead knot. — —
- F. Rotated snaplink one half turn so that the gate was up and opened away from the body. — —

PERFORMANCE TEST
LOCATION OF TARGET ELEMENT FOR CALL FOR FIRE
USING SHIFT FROM A KNOWN POINT

Test Conditions:

Test will be conducted indoors. Trainee will be given a statement of the location of a target in relation to a reference point and the azimuth from the observer to the target. Tester will select a situation to present each trainee.

Necessary Equipment:

Narrative descriptions of several target locations

Test Situation:
(TESTER WILL READ TO TRAINEE)

"For this test you are a forward observer for a field artillery battery. You have acquired the following target: (Read situation selected.) Transmit the Location of Target element for a call for fire using shift from a known point. You have 2 minutes to prepare your transmission."

<u>Performance Measure:</u>	<u>NO</u>	<u>GO</u>
-----------------------------	-----------	-----------

TRANSMITTING LOCATION OF TARGET ELEMENT FOR A CALL FOR FIRE USING SHIFT FROM A KNOWN POINT

A. Stated known point as "From Registration ____."	—	—
B. Stated observer-target azimuth as "DIRECTION ____."	—	—
C. Stated lateral shift from known point, if any, as "RIGHT/LEFT ____."	—	—
D. Stated range shift from known point, if any, as "ADD/DROP ____."	—	—
E. Stated vertical shift from known point, if any, as "UP/DOWN ____."	—	—
F. Stated parts of element in order: known point, observer-target azimuth, lateral shift (if any), range shift (if any), and vertical shift (if any).	—	—

Book Solution: Lesson 6

Performance Oriented Lesson Outline (Solution)

Subject Tow a vehicle which has a defective fuel pump.

Source of Test Attached

A. Administrative requirements

1. Reference: TM 9-2320-218-10
2. Personnel 1 instructor per 5 students
3. Equipment 2 1/4-ton trucks, 1 towing cable, per 5 students
4. Facilities Level, hard surface area
5. Time _____

B. Conduct of class

1. Introduction: KEEP IT SHORT

- a. Knowledge or skill to be taught

How to use a 1/4-ton truck to tow another 1/4-ton truck

- b. Reason for learning the knowledge or skill

To take disabled truck to a repair facility

2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE

Note: The towing technique used depends on the reason the vehicle is disabled. See pages 2-81 of above TM.

3. Independent practice. BE SURE TO SUPERVISE

Make sure students observe safety rules.

4. Performance test. CHECK-OUT EACH STUDENT

5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED

REPORT OF PERFORMANCE TEST RESULTS I

Anderson, John

No training in map reading required.

Black, David

Needs training in Contour Lines, Grid Coordinates, and Orienting a Map

Carter, Bruce

Needs training in Curved Line Distance, Contour Lines, Grid Coordinates, and Orienting a Map

Needs to be tested on Map Symbols

Douglas, Andrew

Needs training in Curved Line Distance, Contour Lines, and Grid Coordinates.

Estes, Charles

Needs training in Curved Line Distance, Grid Coordinates, and Orienting a Map.

Frank, Harold

Needs training in Curved Line Distance, Grid Coordinates, and Orienting a Map.

Green, Louis

Needs training in Orienting a Map.

Harper, Marc

Needs training in Grid Coordinates, Map Symbols, and Orienting a Map.

Needs to be tested on Contour Lines

Ivory, Walter

Needs training in Curved Line Distance and Orienting a Map

Book Solution: Lesson 9

SEQUENCE OF TASKS FOR TRAINING

Set #1 Land Navigation (Easy to difficult sequence)

 Navigate across open country in daylight with aid of a compass
 Navigate across wooded country in daylight with aid of a compass
 Navigate across open country at night with aid of a compass

Set #2 First Aid (Job performance sequence)

 Stop bleeding
 Protect the wound
 Treat for shock

Set #3 Map Reading (Sequence unimportant)

 Measure the distance between two points on a map
 Measure elevation and slope by interpreting contour lines
 State the condition of a road by "reading" its map symbol

FORMAL PERFORMANCE TEST RESULTS

	AR	BW	CW	HW	SL
Bell, Morris	/	X	X	X	X
Jordan, Ralph	/	X	X	X	/
Shiffer, Donald	/	X		/	X
Taylor, Paul	X	X	/	X	X
Wilkins, Sam	X		/		X

AR = Artificial Resuscitation

X = GO

BW = Belly Wound

/ = NO GO

CW = Chest Wound

Blank = Not tested

HW = Head Wound

SL = Splinting Leg

Possible deficiencie	s in a performance oriented training program. (SOLUTION)	Possible Outcome		
		High Rate	False High Co Rate	Waste
1. Men are given training on skills they already have.		x		x
2. Less equipment and instructors are used than are needed . .	x			
3. More equipment and instructors are used than are needed . .			x	
4. Tasks, conditions, and standards covered in training differ from the tasks, conditions and standards used in testing. .	x			
5. Inadequate records are kept of student progress				x
6. Instructors don't know the skill or are poor teachers . . .	x			x
7. Testers don't know the skill or are poor testers.	x	x		x
8. The explanation/demonstration/talk-through phase is omitted or is too short	x			x
9. The explanation/demonstration/talk-through phase is poorly conducted.	x			x
10. The explanation/demonstration/talk-through phase is too long.				x
11. "Nice to know" material is covered in the explanation/demon- stration/talk-through phase				x
12. Students cannot hear the explanation or see the demonstra- tion.	x			
13. The independent practice phase is omitted or is too short .	x			
14. The independent practice phase is poorly supervised	x			
15. The independent practice phase is too long.				x
16. The instructor fails to correct students who make mistakes during the talk-through or independent practice	x			
17. Students waiting to be tested can see and hear students who are being tested				x
18. The tester gives students extra help when testing them. . .	x			